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		Jen-min Chiac-yu (People's Education), by Li Chih-ch' Peiping, 1 Dec 1950	; in,	
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A critique of supricism in theold education.

1 December 1950 - PEOPLE'S EDUCATION

By: Li Chih-ph'in

SUMMARY

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Rapid strides have been made in educational and cultural affairs since liberation, but economic reconstruction demands greater efforts and broader developments in these fields. To assure the wide development of education, it is necessary to have a firm grasp of Marxism-Lenism and Pato Tse-tung's "thinking" to guide our educational methods.

Empirical education is a stumbling block to educational expansion and must be eradicated. However this does not mean we are opposed to "practical expenses" in education, which is an entirely different matter.

These are some of the manifestations of empirical education:
Advocaces of empirical education smully believe that their subjective experience in educational work gives them a thorough unders anding of educational problems and local conditions, consequently they conduct no investigations or research. It cannot, however, be denied that they have some understanding of local conditions and some educational experience. But educational experience of one particular period and knowledge of conditions in one area are not necessarily applicable at another time and place, because these vary. Local educational cadres, especially among the older workers, have shown serious deviations in this respect. Long participation in revolutionary work made them indifferent to research, and they acquired a narrow subjective outlook. This should be investigated by educational cadres.

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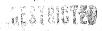
Rapid strides have been made in educational and cultural affairs since lineration, but economic reconstruction demands greater efforts and broader developments in these fields. To assure the wide development of education, it is necessary to have a firm grasp of Marxism-Lenism and Mato Tse-tung's "thinking "to guide our educational methods.

Empirical education is a stumbling block to educational expansion and must be eradicated. However this does not mean we are opposed to "practical experience" in education, which is an entirely different matter.

Empirical education is blind, narrow, doctrinaire and disorganized.

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The new-democratic principles of education and investigation and research should be based on Marxism-Lenimism and Mao Tse-tung's thinking. Great results have been accomplished in research and investigation since the central authorities decided to carry out this program. The old empirical educators grudgingly participated in research and investigation, but only in a superficial way.

These are two examples of their weaknesses:

They go about research and investigation blindly, not knowing what the problems are and what must be investigated to help solve a particular problem. They neglect to investigate such vital facts as population of a school area, manpower, land, quantity of harvest, living cound tions of the masses, customs and habitm, etc. They gather no facts regarding the educational system, such as school expenditures, curriculum, teachers, teaching methods, extra-curricular activities, and such facts as ages, grad s, and had vidual differences among students. Without proper investigation, aducational workers work in the darks

Secondly empiricists have a narrow view of education. Education should be based on the Fark-Lenin and Mao Ise-tung principle. This means that students should learn that which is practical. In rural areas students studying the national language should learn those characters representing objects that are closest to them, such as their own name and the name of their village etc. In each subject, the content taught should be related to those objects and conditions that are nearest to them and which can be immediately used. Education, however, should not stop at this point; it should advance further, progressing from the simple to the complex, extending from the local to world.

Another principle in the new-democratic education calls for the promotion of "production-education" and student participation in production activities. This principle develops in the student a respect for labor and a "mass " viewpoint. Moreover it helps to increase educational funds and thus reduce the peoples!

financial barden. Since this movement for " production-education " and student participation in production started, income in the new districts have increased. But in the course of this movement many mistakes were made. At times textbooks contained too much material on " production-education," and were virtually production-handbooks. Students in the rural areas participated more actively in production than students in the urban areas. Consequently urban students require more production activities, while rural students require more cultural education.

In promoting " production-education, "emphasis should be given to " thought-education. " Many schools, for the sake of revenues, emphasized " production-education," and as a result scholastic achievements were poor.

A thorough knowledge of capitalist class-education is necessary to understand the old education and to establish the new. The new education cannot be built without opposing the capitalist educational theory of divorcing "theory "from "practice." In the past many educators in the old liberated areas did not understand capitalist-class education, as a result they were prisoners to tose, who practiced this form of education in their own areas.

The last particles manifests itself in education in a doctrinaire and

Empiricism manifests itself in education in a doctrinaire and dogmatic fashion. Empirical education and doctrinaire education are different, the former regards empiricism as a doctrine while the latter takes experience as a doctrine. Both regard their own doctrine as a measuring rod and neither pays any attention to historical conditions or to the claims of the other. Empirical educators apply superficial methods in directing educational activities.

In such important matters as building new schools, the empiricists merely looks at the number of schools that existed last year and decide that the number must increase without considering them decisive factors as the standard of living and political and cultural level of the inhabitants. There are other extreme examples where empiricists mishaply urban educational standards and methods to rural areas and vice-versa. Empiricism must be stadicated and replaced by creativeness if education is going to progress.

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The fourth manifestation of empiricism in education is disorganization. This manifestation does not mean the absence of works it is unorganised and chaotic work that involves a great deal of unplanted activity that produces no results. There is a lot of halter-skelter, but no decisions or plans as to what must receive first priority. Responsible leaders in aducational administration are concerned with funds and the cadres - both of which are important - but they neglect the essential purpose of education - learning. In conferences such time is consumed in discussing problems that are unrelated to the main subject. This disorderliness is reflected among elementary students as well as students in the middle schools and universities. These students hold numberless conferences with endless discussions that produce no conclusions. This is a reflection of the small hourgeoise mentality that arises from an unplanned rural economy where production is haphazard and individually controlled. Many educational cadremen come from the small bourgerose class and some quite natural that their work reflects this mentality. Another reason for this disorderliness is the low cultural level of educational workers whose knowledge of common affairs and of Marx-Lenin principles is meager. Furthermore, some educational cadres spend too much time on administrative matters and neglect research.

These are some of methods in which empiricism can be

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surmounted: Effrengthen the study of Marx-Lenin principles and
Mao Tso-tungs " thinking " and promote ditussi may dislectical
materialism. (2) Increase the study of educational policies so
that educational practices and methods will conform with
polities. (3) Remould the thinking of the educational cadres.

(5) Arrange and classify the activities and duties of teachers.
There are not enough educational cadres with sufficient knowledge and ability to elevate educational work by themselfes.

It is essential that all educational organs help teachers
solve their difficulties.

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Finally, the entire process of eliminating empiricism must be a gradual and not impulsive.